



LEGISLATIVE BUDGET BOARD

Overview of Performance and Effectiveness Information for Texas Education Agency Non-Foundation School Programs

PRESENTED TO HOUSE APPROPRIATIONS COMMITTEE

SUBCOMMITTEE ON ARTICLE III

LEGISLATIVE BUDGET BOARD STAFF

AUGUST 2016

Overview of Presentation

Related to House Appropriations Committee Interim Charge 13:

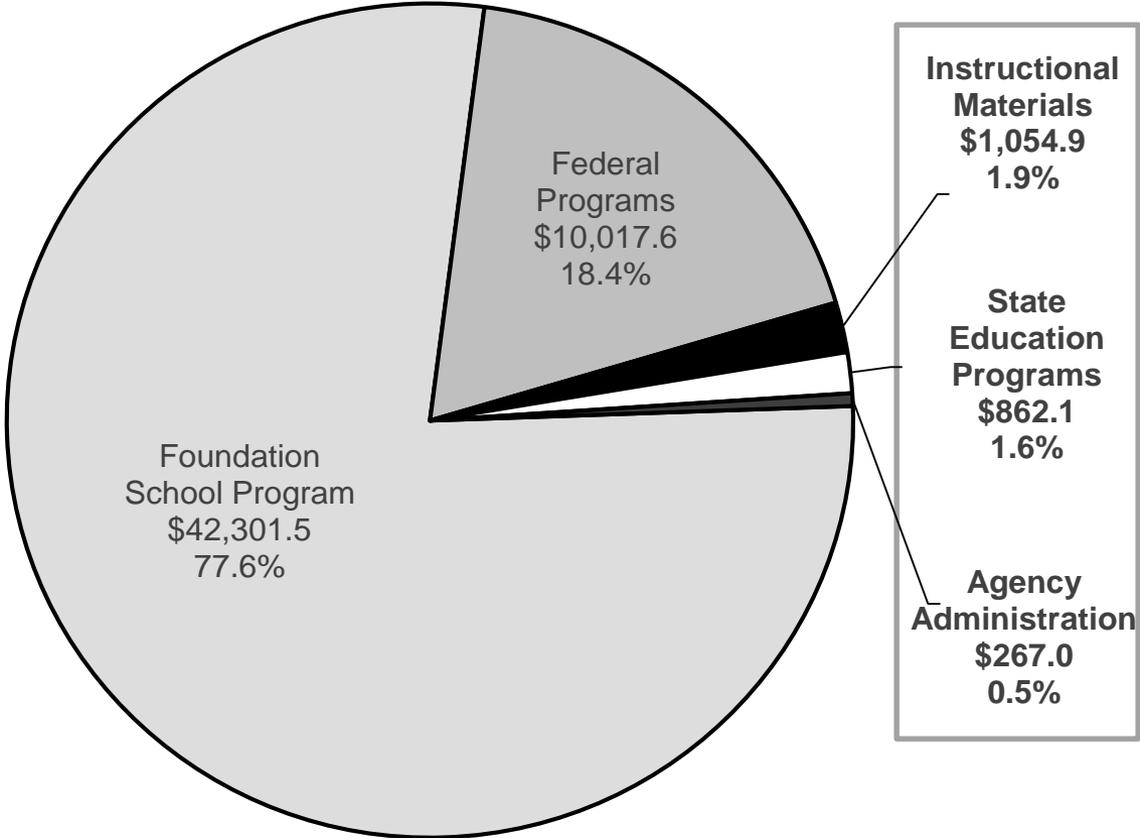
Conduct a review of current public education programs administered by the Texas Education Agency (TEA) that are funded outside of the Foundation School Program (FSP). Make recommendations to increase, decrease, or eliminate programs based on measurable performance and effectiveness.

These materials include information on the following topics:

1. 2016-17 TEA Appropriations by Program Areas
2. General Revenue Funding for Non-FSP Programs Across Four Biennia
3. New Program Funding by the 84th Legislature
4. Performance and Effectiveness Information on Selected Programs
5. Performance Measures for Non-FSP Programs

2016-17 TEA Appropriations by Program Area

2016-17 Texas Education Agency Appropriations by Program Area
(In Millions, All Funds)



- Instructional Materials is the largest single state-funded public education program funded outside the FSP. Funding is distributed through the Instructional Materials Allotment (IMA), funded with 50.0 percent of the distribution from the Permanent School Fund (PSF) to the Available School Fund (ASF).
- TEA was appropriated 875.0 Full-Time Equivalent (FTE) Positions in each year of the biennium
- Appropriations for Agency Administration include \$131.2 million in General Revenue Funds, \$75.1 million in Federal Funds, and \$60.7 million in Other Funds.

Non-FSP Programs and Administration Funding

General Revenue (In millions)

	2010-11 Biennium	2012-13 Biennium	2014-15 Biennium	2016-17 Appropriated	Biennial Change (from 14-15)	Percent Change (from 14-15)
Funding for Districts and Students						
Prekindergarten Programs	\$217.5	\$7.0	\$37.0	\$155.0	\$118.0	319%
Student Achievement/Ed Excellence	\$362.9	\$32.0	\$32.0	\$32.0	\$0.0	0%
Student Success Initiative	\$272.6	\$46.5	\$60.5	\$31.7	(\$28.8)	-48%
Math Achievement Academies	\$0.0	\$0.0	\$0.0	\$22.8	\$22.8	0%
Project Share	\$0.0	\$8.0	\$18.0	\$18.0	\$0.0	0%
Literacy Achievement Academies	\$0.0	\$0.0	\$0.0	\$17.8	\$17.8	0%
TX Advanced Placement	\$18.5	\$13.8	\$16.3	\$16.3	\$0.0	0%
Reading to Learn Academies	\$0.0	\$0.0	\$0.0	\$11.1	\$11.1	0%
Virtual School Network	\$20.3	\$8.0	\$8.0	\$8.0	\$0.0	0%
Early College High School	\$0.0	\$3.0	\$3.0	\$6.0	\$3.0	100%
Campus Intervention/Technical Assistance	\$6.0	\$4.5	\$3.5	\$3.5	\$0.0	0%
Reading Excellence Teams	\$0.0	\$0.0	\$0.0	\$3.1	\$3.1	0%
T-STEM	\$0.0	\$3.0	\$3.0	\$3.0	\$0.0	0%
FitnessGram	\$0.0	\$0.0	\$5.0	\$2.0	(\$3.0)	-60%
Adult Charter School	\$0.0	\$0.0	\$1.0	\$2.0	\$1.0	100%
High School Programs	\$126.4	\$0.0	\$0.0	\$0.0	\$0.0	0%
One-Time Transition Aid	\$0.0	\$0.0	\$330.0	\$0.0	(\$330.0)	-100%
Miscellaneous	\$151.0	\$42.8	\$46.0	\$38.3	(\$7.7)	-17%
Subtotal	\$1,175.3	\$168.6	\$563.3	\$370.6	(\$192.7)	-34%

Non-FSP Programs and Administration Funding

General Revenue (In millions)

	2010-11 Biennium	2012-13 Biennium	2014-15 Biennium	2016-17 Appropriated	Biennial Change (from 14-15)	Percent Change (from 14-15)
Pass-through Grants to Non-Governmental Organizations						
Communities in Schools	\$32.4	\$19.5	\$30.9	\$31.0	\$0.1	0%
Teach for America	\$7.8	\$8.0	\$12.0	\$12.0	\$0.0	0%
Texas AIM	\$0.0	\$3.0	\$3.0	\$4.5	\$1.5	50%
Reasoning Mind	\$0.0	\$4.5	\$9.0	\$4.0	(\$5.0)	-56%
Amachi	\$0.0	\$2.5	\$2.5	\$2.5	\$0.0	0%
Best Buddies	\$0.4	\$0.4	\$0.4	\$0.4	\$0.0	0%
Miscellaneous	\$1.8	\$0.0	\$0.0	\$0.0	\$0.0	0%
Subtotal	\$42.4	\$37.9	\$57.8	\$54.4	(\$3.4)	-6%
Indirect Funding						
State Funds for Assessment	\$102.1	\$98.4	\$104.3	\$104.3	\$0.0	0%
Windham	\$128.1	\$95.0	\$103.0	\$103.0	\$0.0	0%
Regional Day School-Deaf	\$65.8	\$66.3	\$66.3	\$66.3	\$0.0	0%
School Lunch Matching	\$28.2	\$29.2	\$29.2	\$29.2	\$0.0	0%
ESC Core Services	\$42.7	\$25.0	\$25.0	\$25.0	\$0.0	0%
Criminal Justice	\$34.1	\$27.1	\$26.5	\$20.4	(\$6.1)	-23%
Visually Impaired/ESCs	\$11.1	\$11.3	\$11.3	\$11.3	\$0.0	0%
Miscellaneous	\$35.1	\$26.3	\$3.2	\$2.2	(\$1.0)	-31%
Subtotal	\$447.3	\$378.6	\$368.9	\$361.8	(\$7.1)	-2%

Non-FSP Programs and Administration Funding

General Revenue (In millions)

	2010-11 Biennium	2012-13 Biennium	2014-15 Biennium	2016-17 Appropriated	Biennial Change (from 14-15)	Percent Change (from 14-15)
Instructional Materials						
Instructional Materials	\$456.0	\$608.1	\$951.9	\$1,054.9	\$102.9	11%
Technology Allotment	\$270.7	\$0.0	\$0.0	\$0.0	\$0.0	0%
Rural Technology	\$6.3	\$0.0	\$0.0	\$0.0	\$0.0	0%
Subtotal	\$733.1	\$608.1	\$951.90	\$1,054.9	\$102.9	11%
Agency Administration						
Agency Operations	\$55.8	\$34.9	\$37.6	\$38.1	\$0.5	1%
SBEC Operations	\$16.9	\$7.6	\$9.1	\$9.2	\$0.0	0%
Central Administration	\$17.1	\$15.5	\$16.0	\$15.6	(\$0.5)	-3%
Information Systems-Technology	\$43.4	\$28.8	\$39.7	\$36.1	(\$3.6)	-9%
Certification Exam Administration	\$36.7	\$28.0	\$32.4	\$32.4	\$0.0	0%
Subtotal	\$169.9	\$114.8	\$134.8	\$131.2	(\$3.6)	-3%
Non-FSP Program and Admin Total	\$2,568.0	\$1,308.1	\$2,076.8	\$1,972.9	(\$103.8)	-5%
Non-FSP Program and Admin Total (excluding one-time funding in 2014-15)	\$2,568.0	\$1,308.1	\$1,743.7	\$1,972.9	\$229.2	13%

New Program Funding by the 84th Legislature

Total 2016-17 Appropriations for New Programs: \$172.8 million in General Revenue

1. High Quality Prekindergarten Grant Program: \$118.0 million/biennium

Grants accepted by 578 school districts and charter schools for implementation in school year 2016-17; districts and charters were awarded \$743 per eligible student. Grant funds were declined by 21 school districts and charter schools.

2. Math Achievement Academies: \$22.8 million/biennium

Regional Education Service Centers (RESCs) provided professional development for eligible teachers instructing Grades 2 and 3; stipends were provided to 19,324 teachers.

3. Literacy Achievement Academies: \$17.8 million/biennium

RESCs provided professional development for eligible teachers instructing Kindergarten and Grade 1; stipends were provided to 16,340 teachers.

4. Reading-to-Learn Academies: \$11.1 million/biennium

Academies are under development with plans for implementation in summer 2017.

5. Reading Excellence Team Pilot: \$3.1 million/biennium

The pilot program is under development with plans to provide assistance to struggling campuses in school year 2016-17.

Performance and Effectiveness: Instructional Materials

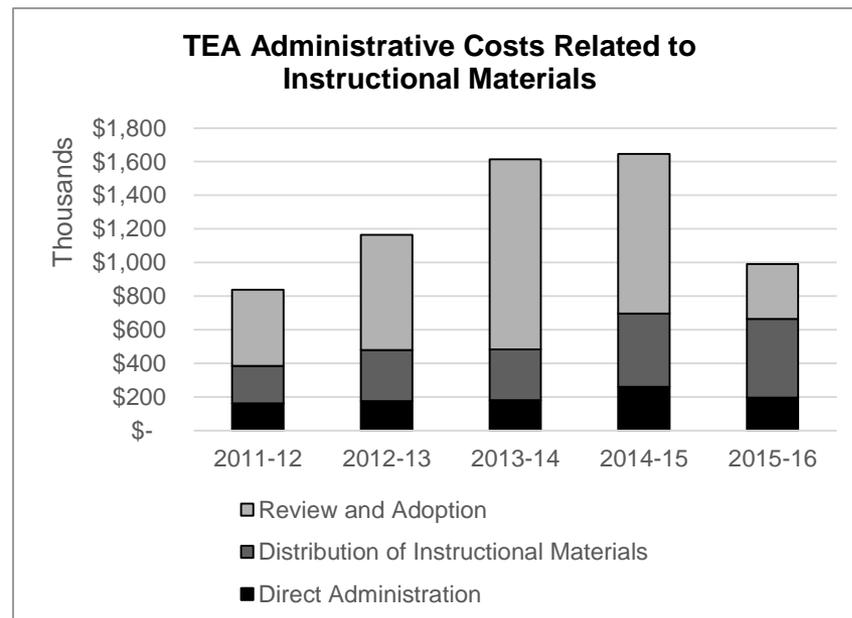
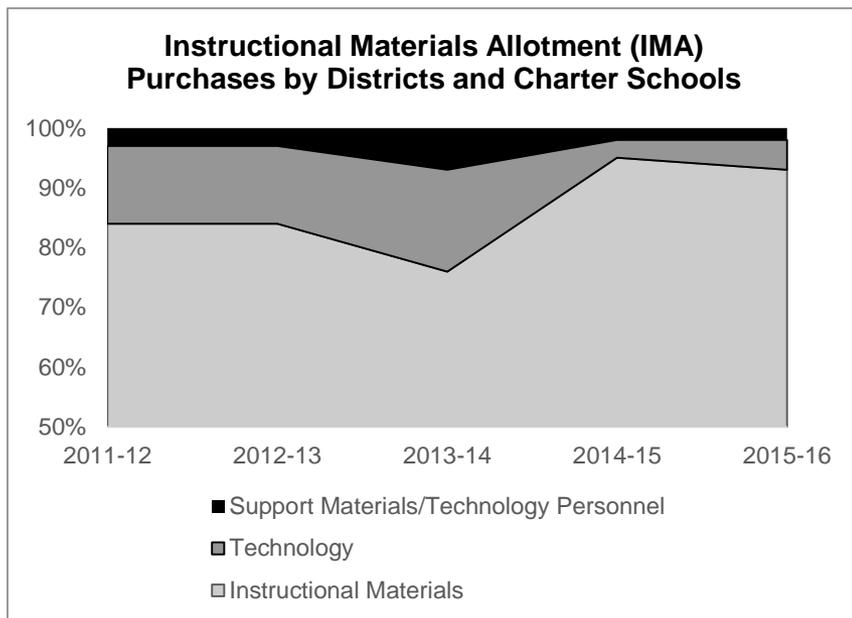
Purpose: Formula funding to provide for free instructional materials for all students enrolled in Texas public and charter schools statewide to support instruction in the Texas Essential Knowledge and Skills (TEKS).

2016-17 Appropriations: \$1.05 billion biennially, all provided in fiscal year 2016; funding is provided to public and charter schools through the Instructional Materials Allotment (IMA) based on average daily attendance. Set-aside funding includes:

- \$2.5 million for online college readiness materials
- \$10.0 million for development of open source instructional materials

Actions of the 84th Legislature: House Bill 1474, 84th Legislature, changed the IMA from an annual to a biennial allocation. Legislation had no net biennial fiscal impact, but shifted methods of finance within the biennium.

Program Impact:



Performance and Effectiveness: State Assessments

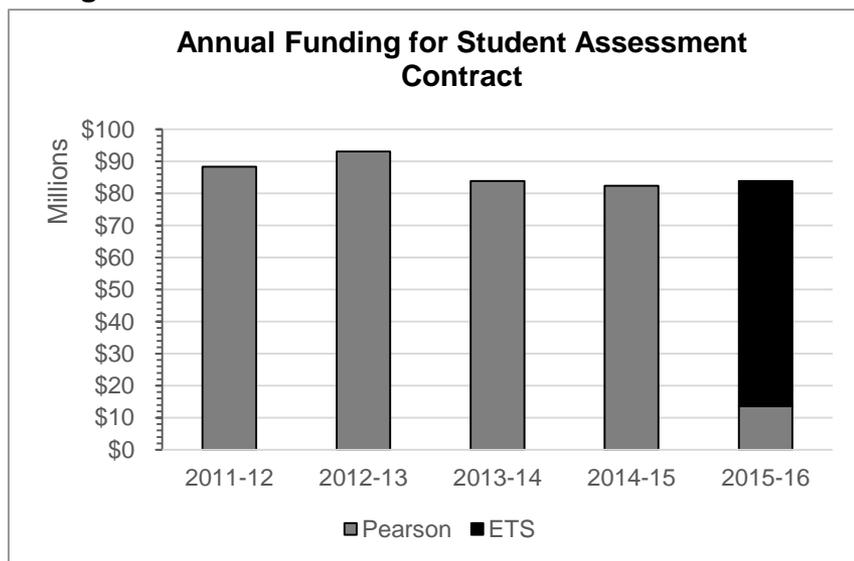
Purpose: Funding to manage and oversee the development, administration, scoring, quality control of assessment data, analysis, and reporting of the statewide assessments of student achievement required by state and federal statute and regulations.

2016-17 Appropriations: \$104.3 million/biennium

Significant Program Changes: Beginning in school year 2015-16, TEA changed vendors for assessment contracts -

- Educational Testing Service (ETS) – Program Integration and State of Texas Assessments of Academic Readiness (STAAR) grades 3-8, end-of-course (EOC), STAAR Spanish, STAAR L and STAAR A assessments.
- Pearson – STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and Texas Assessment of Knowledge and Skills (TAKS)

Program Costs:



Program Impact:

Percent of Students Passing All Tests Taken

Student Group	School Year				
	2011-12	2012-13	2013-14	2014-15	2015-16
All	57%	56%	64%	63%	69%
African American	44%	42%	51%	49%	55%
Hispanic	49%	48%	56%	56%	61%
White	72%	71%	78%	77%	83%

Performance and Effectiveness: State Assessments

Actions of the 84th Legislature:

House Bill 2804 established the Texas Commission on Next Generation Assessments and Accountability. The Commission is charged with developing and making recommendations for new systems of student assessment and public school accountability. The commission will submit a report to the legislature and the Governor that recommends statutory changes to improve the state's systems of student assessment and public school accountability by September 1, 2016.

House Bill 1164 required TEA to examine alternative methods for writing assessments. During school years 2016-2017 and 2017-2018, TEA and ETS will conduct a writing pilot program to determine whether and how Texas students' writing skills can be assessed using a locally supervised approach that yields reliable and valid scores for use in accountability.

Update on STAAR administration in school year 2015-16:

The state experienced logistical issues with STAAR administration in school year 2015-16, including the distribution and scoring of test materials. Several districts also experienced issues with computerized testing and the deletion of certain student tests during the December 2015 test administration. The agency indicates it has full confidence in the 2015-16 STAAR accountability results. Assessment instruments and student test results were accurate and deleted student tests were removed from the accountability results. According to TEA, the agency is working diligently with ETS to determine appropriate action.

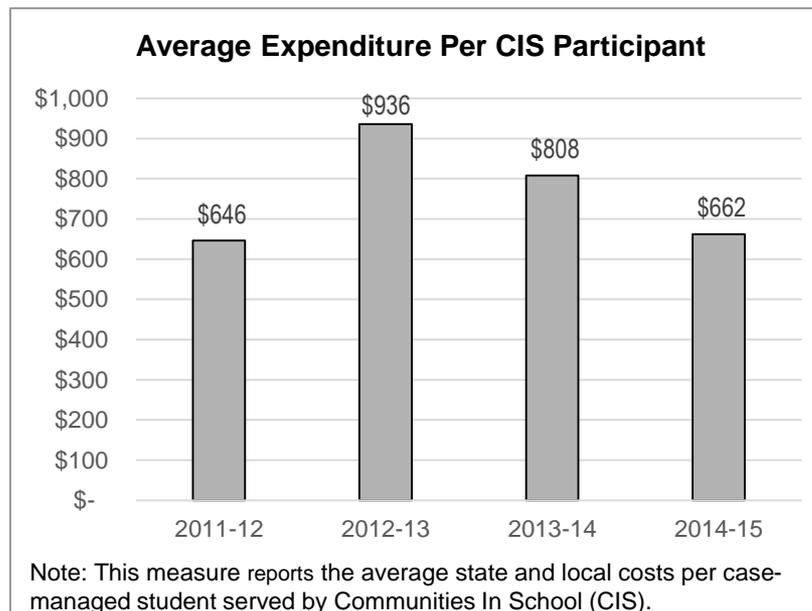
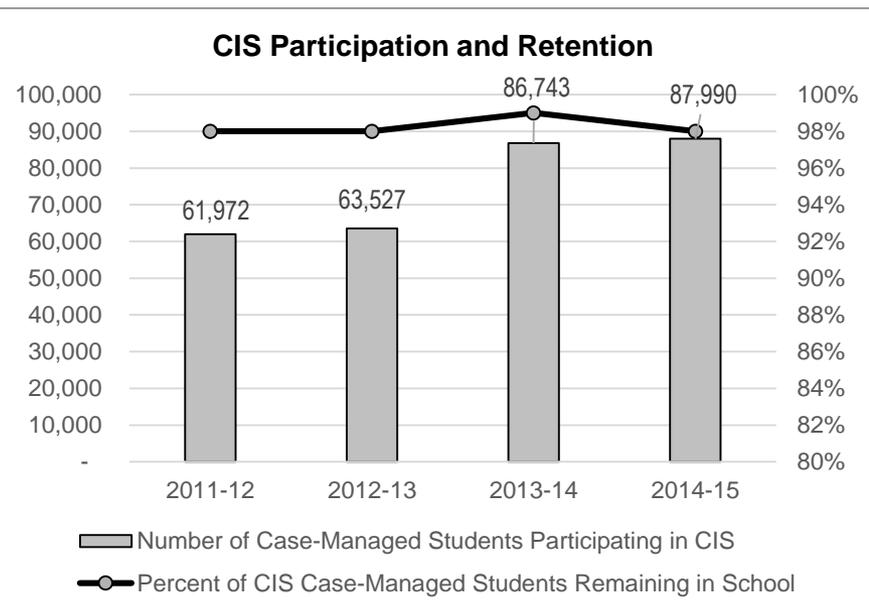
Performance and Effectiveness: Communities in Schools

Purpose: Funding for grants to 27 local Communities in Schools (CIS) programs to provide wrap-around support services to at risk students.

2016-17 Appropriations: \$31.0 million/biennium in General Revenue and \$7.6 million/biennium in federal Temporary Assistance to Needy Families (TANF) funding.

Actions of the 84th Legislature: The legislature modified TEA Rider 23 to direct the agency to fully utilize 3.0 FTE positions to expand the administrative services of the CIS program to ensure the maximum level of service and support to each local CIS program.

Program Impact:



Performance and Effectiveness: Communities in Schools

Evaluations:

Strong research evidence indicates that Communities in Schools is an effective intervention for at-risk students, improving graduation rates, retention, promotion, academics, and behavior. The program is especially successful in the area of dropout prevention.

Evaluations conducted by ICF International in 2008 and 2010 found the following:

- ***Evaluation of the CIS of Texas Program (2008)***: CIS is associated with lower odds of dropping out of school, greater odds of being promoted, and better attendance rates. CIS has been successful in engaging parents. The CIS model is being implemented with fidelity throughout all CIS of Texas affiliates. The CIS State Office at TEA provides significant management and technical support to local affiliates and is credited with the implementation of a statewide CIS program that is well managed and of high quality.
- ***Best Practices in Dropout Prevention (2008)***: CIS was found to be one of the four highest performing and most efficient dropout prevention programs in the nation. The program produced strong and meaningful positive effects on high school graduation, dropout rates, attendance, and math achievement, with a comparatively low cost per student.
- ***Communities In Schools National Evaluation -- Five Year Summary Report (2010)***: Compared with large-scale or well-known dropout prevention programs, Communities In Schools had the strongest effect on students' on-time graduation rates. The study also found positive effects on academics and student behavior.

Performance and Effectiveness: Student Success Initiative

Purpose: Funding to provide accelerated instruction to students at risk of inadequate performance on state assessments. The program was created due to a statutory requirement to provide accelerated instruction to students. Every year the Commissioner of Education must certify that sufficient funds are provided for this purpose.

2016-17 Appropriations: \$31.7 million/biennium

Actions of the 84th Legislature: TEA Rider 46 requires funds to be used for scientifically validated and research-based programs with a proven record of improving individual student achievement and for the Commissioner to issue a request for proposal for new statewide licenses, minimize duplication of effort between SSI and other math/reading programs, and ensure a diagnostic tool to measure effectiveness of program.

Program Impact and Funding:

School Year	SSI Funding Provided to Vendors (in millions)	Grades Served	Number of Students Served in Reading	Average Funding per Student Served in Reading	Number of Students Served in Math	Average Funding per Student Served in Math
2012-13	\$17.1	3-8	1,941,159	\$4.79	1,638,844	\$4.73
2013-14	\$18.8	3-8	2,157,658	\$5.33	2,032,175	\$3.62
2014-15	\$18.9	3-8	2,266,164	\$5.07	2,073,755	\$3.60
2015-16	\$15.5	3-12	1,075,123	\$4.65	2,867,798	\$3.67

Note: SSI funding provided to vendors does not represent total SSI appropriations. Funding excludes amounts provided for grants to school districts in the 2012-13 biennium and funding for the Write for Texas professional development initiative in the 2014-15 biennium.

Evaluations: Multiple evaluations have been conducted on the SSI. However, due to the frequent changes of the SSI program structures, the SSI evaluation reports are specific to the program structures established at the time of the evaluation and do not indicate the overall success of the initiative.

Performance and Effectiveness: Student Success Initiative

Timeline of Student Success Initiative Programs School Year 1999-2000 to 2016-17			
SCHOOL YEAR(S)	NUMBER OF YEARS PROGRAM WAS PROVIDED	SSI PROGRAM	PROGRAM STRUCTURE
1999–2000 to 2002–03	3	Teacher Reading Academies (K–3)	Professional development to Kindergarten to grade 3 teachers in scientific research-based reading instruction in phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension.
1999–2000 to 2008-09	10	Accelerated Reading Instruction (ARI) Grants	Grants to provide districts with additional financial resources to provide immediate, targeted instruction to students who demonstrate difficulty in reading.
2000–01 to 2001–02	2	Teacher Math Academies (Grades 5–7)	Professional development to grades 5 to 7 teachers in best practices and research-based models for mathematics instruction, including student expectations and instructional strategies for student improvement.
2003–04 to 2008–09	6	Accelerated Math Instruction (AMI) Grants	Grants to provide districts with additional financial resources to provide immediate, targeted instruction to students who demonstrate difficulty in math.
2003–04 to 2008–09	6	Intensive Reading Instruction (IRI) Grants	Grants to districts for the purchase of proprietary standalone reading programs especially designed to support struggling readers.
2005–06 to 2008–09	4	Intensive Mathematics Instruction (IMI) Grants	Grants to districts for the purchase of proprietary standalone programs especially designed to support students struggling in math.

Performance and Effectiveness: Student Success Initiative

Timeline of Student Success Initiative Programs School Year 1999-2000 to 2016-17			
SCHOOL YEAR(S)	NUMBER OF YEARS PROGRAM WAS PROVIDED	SSI PROGRAM	PROGRAM STRUCTURE
2007–08 to 2011-12	5	Texas Adolescent Literacy Academies (TALA)	Professional development for teachers for grades 6, 7, and 8 in scientifically based reading instruction for adolescents.
2009–10 to 2010-11	2	Student Success Initiative Grants (SSIG)	Funding to school districts and open-enrollment charters to provide interventions for struggling students in Grades K-12 during the 2009–10 and 2010–11 school years.
2009–10 to 2011-12	3	Rider 42 Professional Development Academies	Funding to Education Service Centers (ESCs) to provide Texas Essential Knowledge and Skills (TEKS) professional development training to all eligible teachers, teacher leaders, and administrators. Training is provided in both face-to-face and online formats.
2009–10 to 2011-12	3	Algebra Readiness Grant	Funding to middle schools to prepare teachers and students for the transition to an end-of-course exam in Algebra I through intensive professional development and campus support.
2012-13 to present	5	Texas Students Using Curriculum Content to Ensure Sustained Success (SUCCESS)	Online interactive reading and math computer programs available to all students in grade 3 to 8. Beginning in school year 2015-16, programs were made available to all students that required accelerated instruction.
2013-14 to 2014-15	2	Write for Texas	Professional development initiative designed to improve writing instruction across all content areas in the secondary grades.

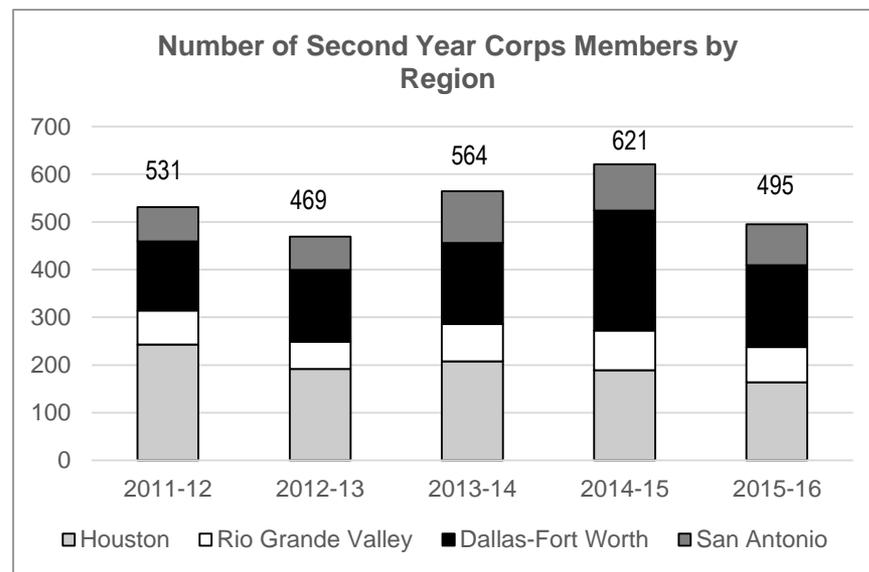
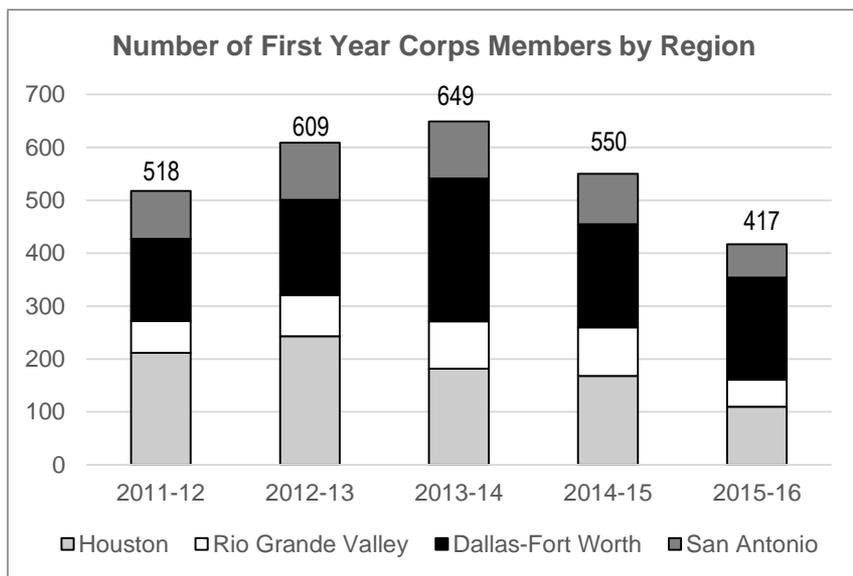
Performance and Effectiveness: Teach for America (TFA)

Purpose: Funding to place TFA public school employees in high-need Texas schools located in San Antonio, Dallas-Ft. Worth, Houston, and the Rio Grande Valley. TFA targets campuses with a disproportionately high percentage of low-income, high-need students.

2016-17 Appropriations: \$12.0 million/biennium

Actions of the 84th Legislature: The Legislature modified TEA Rider 50 to specify that funding is intended to support at least 1,800 TFA public school employees. Rider 50 requires TFA to work jointly with TEA and representatives of districts employing TFA teachers on a plan to improve retention rates of TFA teachers and to provide expenditure and performance data to assess the success of TFA. TEA Rider 50 also requires a TEA report to the legislature on the required teacher retention plan, success of the program, and specified data by November 1, 2016.

Program Impact:



Performance and Effectiveness: Teach for America (TFA)

Program Funding: In the 2014-15 biennium, Teach for America (TFA) produced 1,199 first year corps members - 649 members in school year 2013-14 and 550 members in school year 2014-15. TFA was appropriated \$12.0 million in the 2014-15 biennium, and, according to the agency, state funding accounts for 25 percent of TFA's Texas budget. Based on these numbers, the cost for each new teacher trained is approximately \$10,000 in state funds and an estimated \$40,000 in total funds.

Evaluations: Several evaluations indicate mixed results in terms of performance and teacher retention.

- *Teach For America A Review of the Evidence (2010)* reported experience has a positive effect for both TFA and non-TFA teachers. Most studies find that the **relatively few TFA teachers who stay long enough to become fully credentialed** (typically after two years) **appear to do about as well as other similarly experienced credentialed teachers in teaching reading; they do as well as**, and sometimes better than, that **comparison group in teaching mathematics**.
- *Does Teacher Preparation Matter? (2010)* looked at data from Houston, Texas representing over 132,000 students and 4,400 teachers in grades 3-5 over six years on six achievement tests. The study found that **certified teachers consistently produced significantly stronger student achievement gains than uncertified teachers**, including Teach for America teachers. **Uncertified TFA teachers had significant negative effects** on student achievement for five of six tests.

On 5 of the 6 tests, the negative effect of having an uncertified TFA teacher was greater than the negative effect of having another kind of uncertified teacher, depressing student achievement by between one-half month to 3 months annually compared to a fully certified teacher with the same experience working in a similar school.

- According to *TFA Teachers: How Long Do They Teach? Why Do They Leave? (2011)*:
 - Nearly two-thirds (60.5 percent) of TFA teachers continue as public school teachers beyond their two-year commitment.
 - More than half (56.4 percent) leave their initial placements in low-income schools after two years, but 43.6 percent stay longer.
 - By their fifth year, 14.8 percent continue to teach in the same low-income schools to which they were originally assigned.

In comparison, Texas teachers have three year retention rates of about 83 percent, four year retention rates of 78 percent, and five year retention rates of 75 percent.

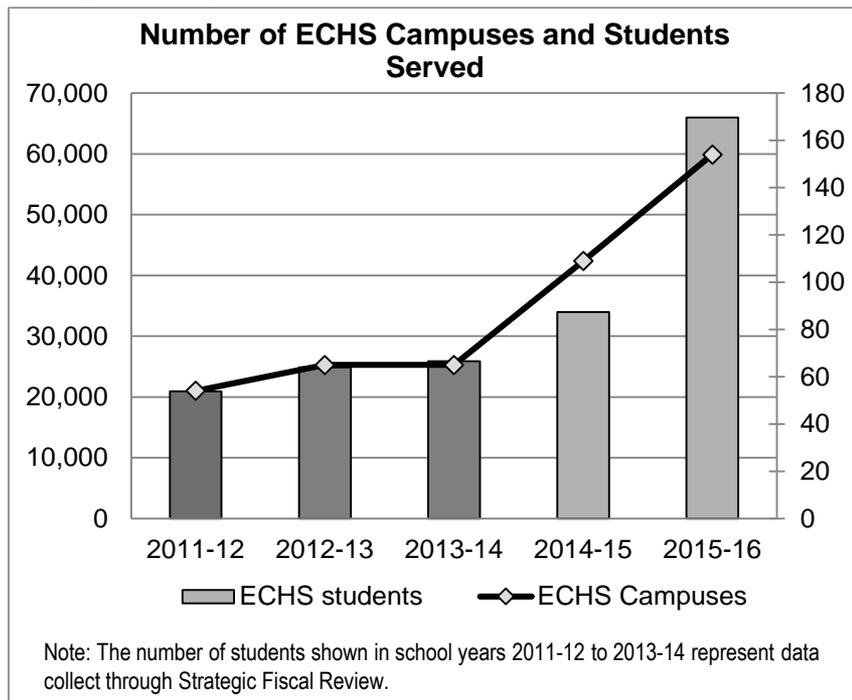
Performance and Effectiveness: Early College High Schools (ECHS)

Purpose: Funding to support schools in which students may pursue post-secondary credits and earn up to 60 college credit hours simultaneously.

2016-17 Appropriations: \$6.0 million/biennium; ECHS appropriations supplement the formula funding provided for students.

Actions of the 84th Legislature: Previously funded through a combined rider with T-STEM, the 84th Legislature increased funding by \$3.0 million for the ECHS program and bifurcated the funding.

Program Impact



Evaluations

A 2014 American Institutes for Research (AIR) report found that Early College students were significantly more likely to enroll in college and earn a college degree than comparison students.

- **College Enrollment:** During the AIR study, 81 percent of Early College students enrolled in college, compared with 72 percent of comparison students. In addition, Early College students were more likely than comparison students to enroll in two-year colleges and were just as likely as comparison students to enroll in four-year colleges.
- **College Degree Attainment:** During the study period, 25 percent of Early College students earned a college degree (typically an associate's degree), as compared with only 5 percent of comparison students.

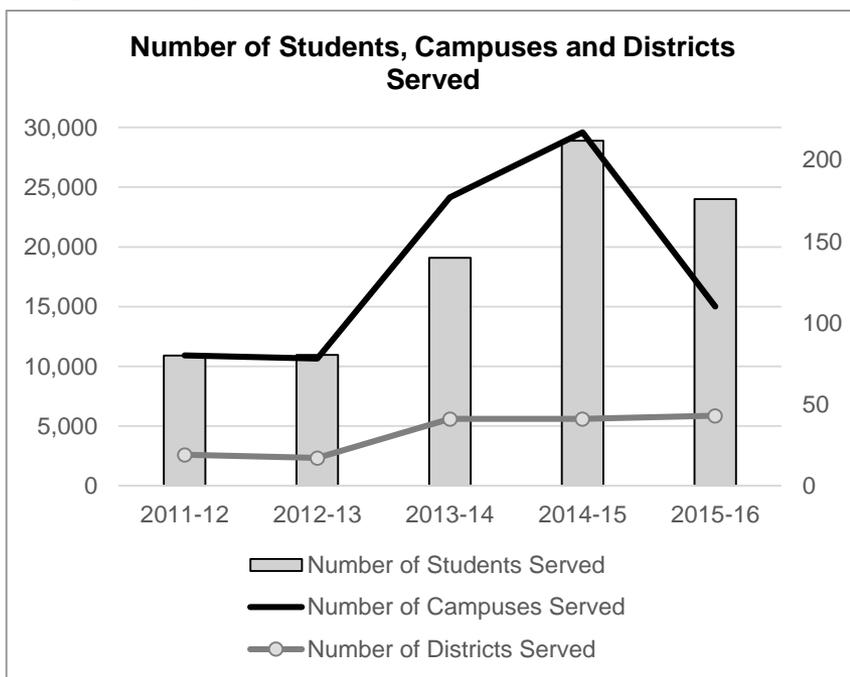
Performance and Effectiveness: Reasoning Mind

Purpose: Funding for a technology-based mathematics program for students in grades 2-6 offered through Reasoning Mind. Reasoning Mind's instructional materials have shifted from a supplemental mathematics program to providing full instructional resources for classrooms. Reasoning Mind's mathematics materials for grades 2-6 are now available through Proclamations.

2016-17 Appropriations: \$4.0 million/biennium

Actions of the 84th Legislature: The 84th Legislature decreased funding for this program by \$5.0 million/biennium.

Program Impact



Evaluations

Studies generally noted beneficial impacts related to student knowledge and positive reviews from students and teachers. Overall student growth was based on the amount of time spent on the program. For example, larger numbers of lesson units completed were associated with higher math STAAR scores.

However, studies also cited a low fidelity to program implementation and noted that program impact varied based on student group.

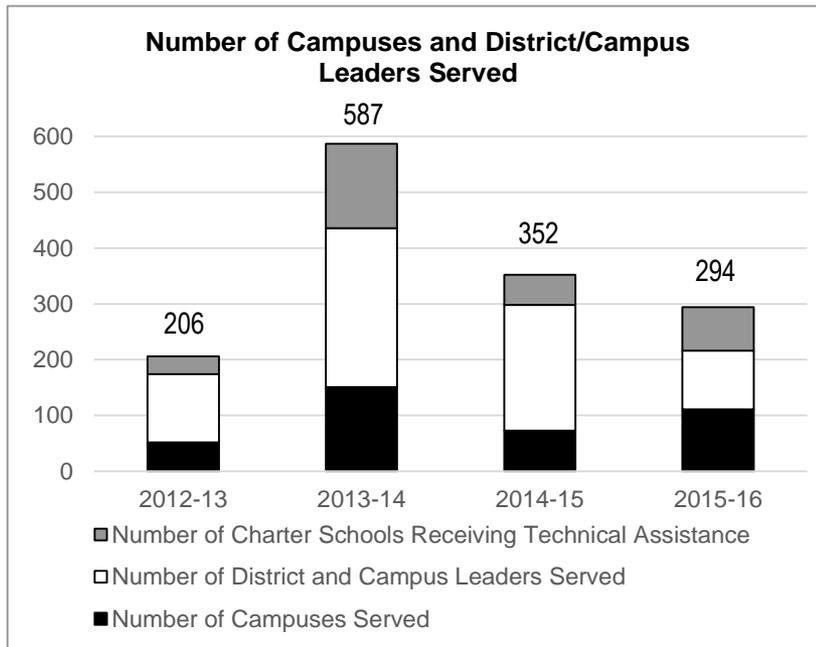
Performance and Effectiveness: Campus Intervention and Charter School Technical Assistance

Purpose: Funding for campus intervention and turnaround assistance services, and technical assistance to charter schools, in accordance with provisions related to the state accountability system and federal law related to school accountability.

2016-17 Appropriations: \$3.5 million/biennium

Actions of the 84th Legislature: House Bill 1842 updated intervention requirements for campuses that do not meet state accountability standards. TEA requested to transfer \$500,000 in both fiscal year 2016 and 2017 for additional full-time equivalent positions to handle the increased workload to monitor campus improvement plans.

Program Impact



Evaluations

- The 2012 Sunset Advisory Commission recommendations found that TEA lacked a full range of tools to effectively address poor academic performance and financial mismanagement of low-performing charter schools.
- The 2014 Sunset Advisory Commission Staff Report indicated the agency had not specifically implemented the management action plan as written, but had taken many steps to address the problems associated with the recommendations.
 - The agency created a Complaints, Investigations, and Enforcement Division which has developed a clear matrix of interventions and sanction for the agency to use when charters exhibit poor academic and financial accountability ratings; and
 - The agency provided more on-site support to new charter schools to ensure they comply with reporting requirements and understand their obligations.

Performance and Effectiveness: Texas Science, Technology, Engineering, and Math Academies

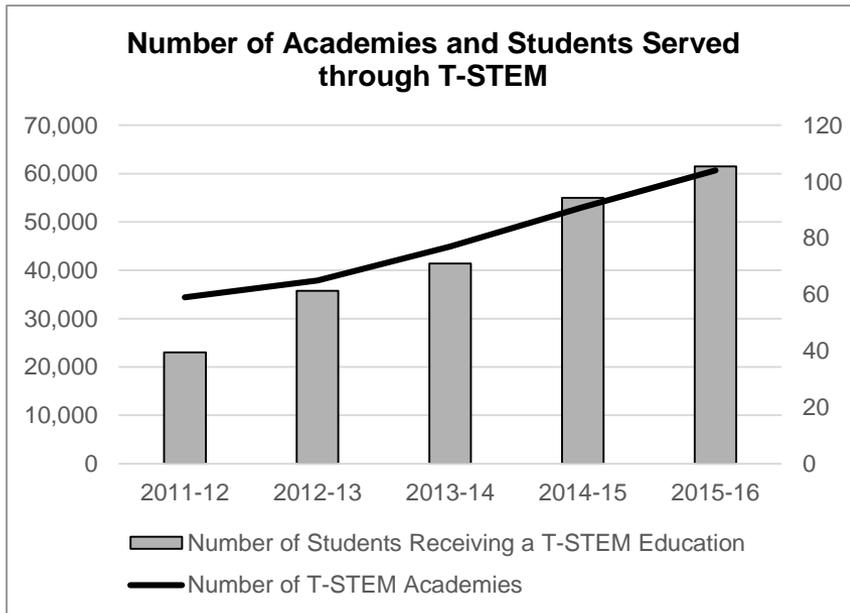
Purpose: Funding to support academies which increase instructional rigor and improve academic performance in science and mathematics-related subjects. T-STEM campuses are designated based on a rigorous designation process. Designated T-STEM campuses serve students in grades 6-12 or 9-12.

2016-17 Appropriations: \$3.0 million/biennium

Actions of the 84th Legislature: Previously funded through a combined rider with T-STEM, the 84th Legislature bifurcated the funding.

Program Impact:

Evaluation Criteria:



Academics are evaluated based on the following T-STEM Blueprint Benchmarks developed by TEA:

- Mission-driven leadership
- T-STEM Culture
- Student Outreach, Recruitment, and Retention
- Teacher Selection, Development, and Retention
- Curriculum, Instruction, and Assessment
- Strategic Alliances
- Academy Advancement and Sustainability

Program-Specific Performance Measures

Goal One: Provide Education System Leadership, Guidance, and Resources			
Objective 1.2 Academic Excellence	ACTUAL 2014	ACTUAL 2015	TARGETED 2016
Percent of Eligible Students Taking Advanced Placement/International Baccalaureate Exams (KEY)	0.00%	23.50%	24.04%
Percent of AP/IB Exams Taken Potentially Qualifying for College Credit or Advanced Placement (KEY)	0.00%	47.05%	51.10%
Percent of CIS Case-Managed Students Remaining in School	99.00%	98.00%	98.00%
Number of Students Served in Early Childhood School Ready Program (KEY)	48,097	31,097	48,097
Number of Students Served in Half-Day Prekindergarten Programs	-	-	107,360
Number of Students Served in Full-Day Prekindergarten Programs	-	-	106,223
Number of Students Receiving a T-STEM Education	41,427	54,994	41,000
Number of T-STEM Academies	77	91	80

Program-Specific Performance Measures

Strategy 1.2.1 Statewide Education Programs	ACTUAL 2014	ACTUAL 2015	TARGETED 2016
Strategy 1.2.3 Students with Disabilities			
Number of Students Served by Regional Day Schools for the Deaf (KEY)	4,838	4,857	4,900
Number of Students Served by Statewide Programs for the Visually Impaired (KEY)	9,127	9,658	9,300
Strategy 1.2.4 School Improvement and Support Programs			
Number of Case-Managed Students Participating in Communities in Schools (KEY)	86,741	87,990	86,741
Average Cost Per Communities in Schools Participant	\$674	\$662	\$950

Program-Specific Performance Measures

Goal Two: Provide System Oversight and Support			
Objective 2.1 Accountability	ACTUAL 2014	ACTUAL 2015	TARGETED 2016
Percent of Districts That Received a Performance Rating of Improvement Required Performance for the First Time that Achieve Subsequent Year Ratings of Met Standard or Met Alternative Standard Performance	56.90%	44.60%	63.00%
Percent of Campuses That Received a Performance Rating of Improvement Required Performance for the First Time that Achieve Subsequent Year Ratings of Met Standard or Met Alternative Standard Performance	68.30%	60.40%	74.00%
Strategy 2.1.1 Assessment and Accountability System			
Number of Campuses Receiving the Lowest Performance Rating for Two Out of the Three Most Recent Rated Years	303	492	400
Number of Districts Receiving the Lowest Performance Rating for Two Out of the Three Most Recent Rated Years	42	56	65
Number of Local Education Agencies Participating at the Most Extensive Intervention Stage Based on PBMAS Results	117	193	140

Program-Specific Performance Measures

Objective 2.2 Effective School Environments	ACTUAL 2014	ACTUAL 2015	TARGETED 2016
Percent of Incarcerated Students Who Complete the Literacy Level in Which They Are Enrolled	61.69%	59.25%	59.00%
Percent of Offenders Released during the Year Served by Windham in the Past 5 Years	52.53%	53.59%	43.00%
Percent of Students Earning their Texas Certificate of High School Equivalency or Achieving a High School Diploma—Windham	82.46%	81.59%	70.00%
Percent of Career and Technical Certificates—Windham	78.20%	83.62%	80.00%
Percent of Successful Course Completions through the Texas Virtual School Network Statewide Course Catalog	0	0	78%
Strategy 2.2.1 Technology and Instructional Materials			
Number of Course Enrollments Through the Texas Virtual School Network Statewide Course Catalog	8,640	4,521	6,800

Program-Specific Performance Measures

Strategy 2.2.2 Health and Safety	ACTUAL 2014	ACTUAL 2015	TARGETED 2016
Number of Referrals in Disciplinary Alternative Education Programs (DAEPs)	102,640	97,732	116,999
Number of Students in DAEPs (KEY)	81,104	77,333	81,104
Number of LEAs Participating in Monitoring Interventions Related to Discipline Data and Programs	490	448	460
Strategy 2.2.4 Windham School District			
Number of Contact Hours Received by Inmates within the Windham School District (KEY)	12,271,878	12,225,725	12,271,878
Number of Offenders Earning a Texas Certificate of High School Equivalency or Earning a High School Diploma (KEY)	5,095	5,149	5,095
Number of Students Served in Academic Training—Windham	54,500	54,773	54,592
Number of Students Served in Career and Technical Training—Windham	9,188	10,554	10,109
Average Cost Per Contact Hour in the Windham School District (KEY)	\$4.06	\$4.22	\$3.94
Strategy 2.3.1 Improving Educator Quality and Leadership			
Number of Individuals Trained at the Education Service Centers (ESCs)	929,286	903,257	780,375



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